



A STUDY ON ENTREPRENEURSHIP AND SKILL TRAINING THROUGH VOCATIONAL HIGHER SECONDARY SCHOOLS IN KERALA

Mrs. Anu Thomas¹ | Dr. Rachna Agarwal²

¹ Vocational Teacher and Research Scholar in Vocational Education and Training.

² Associate Profosser, SOVET, IGNOU, New Delhi.

ABSTRACT

The paper explores the study on Entrepreneurship and vocational Skill training provided for Vocational higher secondary schools students in Kerala. For this purpose, 10 Principals, 50 Vocational Higher Secondary School teachers and 100 students from all over Kerala were selected through random sampling method and a questionnaire to Scale Entrepreneurship and skill training in Vocational Higher Secondary Schools was administered to them. The study revealed that Vocational Higher Secondary Schools are imparting training for Entrepreneurship and Skill Training through Entrepreneurship Development Course, Industry linkages/Industry visits, On Job Training, real time training experience on industry and through Production Cum Training Centres (PTC) established on all schools to provide entrepreneurial and Skill training.

KEYWORDS: Entrepreneurial Training, On the Job Training, Production cum Training Centre.

1. INTRODUCTION

An entrepreneur is described as "one who organises, manages, and assumes the risks of a business or enterprise" (Woolf, 1980: 378). Linan (2004) found that there are four different kinds of entrepreneurship education programmes. The first, "Entrepreneurial Awareness Education", aims to increase knowledge about entrepreneurship and to influence attitudes that may impact intentions. The second category is described as "Education for Start-Up". These programmes are geared toward people who generally already have an entrepreneurial idea and need to solve practical questions about becoming self-employed. The third category, "Education for Entrepreneurial Dynamism", focuses on people who are already entrepreneurs and want to promote dynamic behaviours after the start-up phase. The last category "Continuing Education for Entrepreneurs" describes life-long learning programmes and focuses on experienced entrepreneurs. (Linan, 2004).

There are four research streams of entrepreneurship education research (Bechard & Gregoire, 2005). The first stream focuses on the role of entrepreneurship programmes on the individual and society. The second research stream is concerned with the systemisation of entrepreneurship programmes, for example, the use of multimedia environments or curriculum development. The third stream researches the content and its delivery in entrepreneurship programmes, and the fourth stream concentrates on the needs of individual participants in entrepreneurship programmes (Bechard et al., 2005). According to this categorisation, the context of this paper can be positioned in the first research stream, the analysis of the impact of an entrepreneurship programme.

Vocational education is the education for work. The implementation of vocational pedagogy in vocational education is envisioned as a means of creating a learning environment that makes provision for student development of occupational skills in simulated and realistic work conditions. "Work place" is indispensable for vocational subjects.

UNESCO (1974)¹ defined vocational education as "a comprehensive term embracing those aspects of educational process involving in addition to general education, of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life". Such an education has to be an integral part of preparing an individual for an occupational field and an aspect of continuing education.

Agarwal (2005)² stated that after independence, the social outlook in India has tremendously changed due to the restructuring of economy as well as development of science and technology, and growing unemployment has brought us at a point where the number of job seekers has increased in geometric progression which has necessitated a change in the system of education. The shift was obviously towards *Vocationalisation*. *Vocationalisation* can be implemented at different stages of education. But *Vocationalisation* of the higher secondary stage has special significance for a country like India. This is not only because of the vastness of the stage in terms of the number of students but also due to the fact that this is a terminal stage of general education for a large number of students. *Vocationalisation* of the higher secondary stage is meant to make sure that those who complete this stage and want to enter the world of work have acquired some occupation related skills and have better employment potentials.

2. VOCATIONAL HIGHER SECONDARY EDUCATION (VHSE) IN KERALA

- Vocational Education and Training was introduced into the higher secondary curriculum in many developed countries because of its economic and social benefits.
- Thousands of higher secondary school students become school leavers at 12 levels, without having VET knowledge and employability skills.
- Vocational Higher Secondary course was envisaged as a part of the National Policy of education.
- In Kerala VHSE implemented in the year 1983-84 at 19 schools as a terminal course.
- In 1985-86 the curriculum was revised and made equivalent to Pre-Degree course in Kerala.
- During 7th Plan Central Govt. approves VHSE system as a Centrally Sponsored Scheme.
- The Duration of Vocational Higher Secondary Education (VHSE) Courses is 2 Years (≈ to 11th & 12th).
- Daily 2 Hours of Practical Periods for Vocational Subjects are provided.
- Consists of subject named Entrepreneurship Development which comprises of 100 hours a year to teach students regarding entrepreneurship, entrepreneurial competencies, entrepreneur the innovator, entrepreneurship development programme etc.
- Along with Subject Teaching, Industry Visits and Face to face interaction with entrepreneurs conducted every year
- Apart from the Practical training the Curriculum for Vocational Streams Comprises of
 - 1) Field Trip / Industry Visit
 - 2) On the Job Training in industry for 1 month
 - 3) Production/Service Cum Training Centre (PTC) to provide the learners with real life experiences and an opportunity for acquiring on-the-job skills and developing entrepreneurship abilities.
 - 4) Work Shops
 - 5) Vocational Exhibitions
- School-Industry Linkages - Linkages between schools and industries catering to the areas relevant to the vocational courses.
- Invited Lectures by Industry Experts.

- Apprentice Ship Training At Industry Level (After 12th)
- In 2005-06 Continuous Evaluation and Grading System was introduced in VHSE.
- To ensure the quality of education at VHSE the Labba Committee(2013) and State Comprehensive Curriculum Revision Committee (2013) recommended Need based VHSE Curriculum Revision.
- Curriculum emphasis on developing entrepreneur skills implemented in Kerala VHSE in June 2015.

3. OBJECTIVES OF THE STUDY

The specific objectives of the study are:

- To study the effectiveness of Vocational higher Schools Curriculum in Kerala in imparting Entrepreneurship Training.
- To Study about the Entrepreneurship Skill attained by students during the

course

4. RESEARCH METHODOLOGY

Sample

Used Random Sampling Technique to select the samples. So it was decided to select 50 Vocational Teachers from different districts of Kerala.

Tools

Primary Data

Questionnaires for

- 2nd year students
- Vocational Teachers
- Principals

Secondary Data

Secondary data collected from Vocational Higher Secondary Syllabus, Source Books, Practical Manuals and papers publications

INTERPRETATION OF DATA COLLECTED FROM VOCATIONAL TEACHERS

INTERPRETATION OF DATA COLLECTED FROM VOCATIONAL TEACHERS							
			Excellent	Above Average	Average	Below Average	Extremely Poor
1	Infra structure of School	Classrooms	10%	34%	52%	4%	0%
		Teaching aids	10%	32%	50%	6%	2%
		Vocational Tools & Equipments	6%	22%	52%	16%	4%
		Library	6%	8%	52%	24%	8%
2	Vocational Practical Teaching in School	Vocational Practical Training given in Schools	14%	32%	52%	2%	0%
		Development of Vocational Skills through Practicals	10%	50%	39%	1%	0
		Ability to do higher grade Practicals	6%	38%	48%	6%	2%
3	Industry Visits	Demonstration & Explanation through Visit	25%	32%	43%		
4	On the Job Training	On the Job Training at Industry	23%	32%	41%	4%	
		Gain of Entrepreneurial experience through OJT	28%	35%	35%	2%	
		Opportunity for using latest equipments during OJT	24%	29%	42%	2%	2%
		Service of technical Experts	29%	38%	31%	2%	
6			Upto Date	Needs Improvement	Obsolete		
	Curriculum	Vocational Theory	65%	33%	2%		
		Vocational Practical	59%	37%	4%		
		Entrepreneurship Development	53%	45%	2%		
							Yes
7	Whether Sufficient Theory and Practical classes provided in school to enhance Entrepreneurship Skills					94%	6%
8	On the Job Training is sufficient to take up a job confidently after the completion of course					87%	13%
9	Whether Production Cum Training Centres functioning in school to provide entrepreneurship skills					92%	8%
10	Do you feel students are confident to take up a job by the end of course					93%	7%
11	Do you feel vocational courses are effective in acquiring Entrepreneurship and vocational skills					91%	9%

5. DATA ANALYSIS & FINDINGS

- More than 90% of the Principal's felt that Vocational programmes at higher secondary school level is Vital for skill development amongst students.
- All faculties of Vocational Higher secondary schools including Vocational Teachers, Vocational Instructors and Lab Technical Assistants were given training before teaching vocational courses.
- About 92% of schools have well established Production/Service Cum Service Centres
- According to the teachers 93% felt that students are confident to work after completing Vocational trade.
- All students were getting On the Job Training industries.
- Many pass out students become Entrepreneurs after the course
- 60% of students opt for higher education as there are still in teen age to start business, but it is creating an attitude in students to become future entrepreneurs.
- Some Students become entrepreneurs in their vocational trade.

6. CONCLUSION

Entrepreneurship Training provided through Vocational Higher Secondary helps students to become successful entrepreneurs in future. Through real industry experienced through On Job Training helped them to understand about industry structure and climate. Production Cum Training centres helped students in product development and marketing along with studies. Entrepreneurship Development course give training to students to get financial assistance from banks, taking risks and how to implement innovations in business.

REFERENCES

- UNESCO, "The Revised Recommendation Concerning Technical and Vocational Education", Draft Paper, General Conference, Eighteenth Session, Paris, 1974.
- Agarwal, G.C., Qualitative Standardisation of Vocational Education at Tertiary Level: Concerns and Approaches, Vocational Education and Training Challenges and Strategies, (Eds. Sacheti A.K. et al.), Bhopal, PSS Central Institute of Vocational Education, 2005, p. 16.
- Major Suggestions/Recommendations on VHSE Curriculum Revision, SCERT document published on January 2015 at SCERT Website.
- Document on Vocational Higher Secondary Education(VHSE), New Syllabus Published by SCERT, and circulated to Vocational Higher Secondary Schools on July 2015.
- Vocational Higher Secondary Practical Manuals, Syllabus, Source books etc.